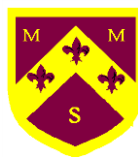


Physical Education Progression of Skills at Maids Moreton



Gymnastics

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Health and Fitness</u> Describe how the body feels when still and when exercising.</p> <p><u>Acquiring and Developing skills</u> Create short sequences of movements.</p> <p>Roll in different ways with control.</p> <p>Travel and stretch in different ways.</p> <p>Jump in a range of ways from one space to another.</p>	<p><u>Health and Fitness</u> Describe how the body feels before, during and after exercise.</p> <p>Carry equipment safely.</p> <p><u>Acquiring and Developing skills</u> Create and perform a movement sequence.</p> <p>Copy actions and</p>	<p><u>Health and Fitness</u> Recognise and describe how the body feels during and after different physical activities.</p> <p>Explain why they need to stay healthy.</p> <p><u>Acquiring and Developing skills</u> Copy, explore and remember actions and movements..</p> <p>Link actions to make a sequence.</p> <p>Travel in a variety of ways</p>	<p><u>Health and Fitness</u> Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p> <p><u>Acquiring and Developing skills</u> Choose ideas to compose a movement</p>	<p><u>Health and Fitness</u> Describe how the body reacts and different times and how this affects performance.</p> <p>Explain why exercise is good for health.</p> <p>Know some reasons for warm ups and cool downs.</p> <p><u>Acquiring and Developing skills</u> Create a sequence of actions that fits a theme.</p>	<p><u>Health and Fitness</u> Know reasons for warm ups and cool downs.</p> <p>Explain safety principles for and during exercise.</p> <p><u>Acquiring and Developing skills</u> Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt sequences to fit new criteria. Perform jumps, shapes and</p>	<p><u>Health and Fitness</u> Understand importance of warm ups and cool downs</p> <p>Carry warm ups and cool downs out effectively.</p> <p>Know ways they can become healthier.</p> <p><u>Acquiring and Developing skills</u> Create their own complex sequences including full range of actions and movements:</p>

<p>Begin to balance with control. Move around, under, over and through different objects and equipment.</p> <p><u>Rolls</u> Curled side roll (egg roll)</p> <p>Log roll (pencil roll)</p> <p>Teddy Bear roll</p> <p><u>Jumps</u> Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump.</p> <p><u>Travelling and Linking</u> Tiptoe, step, jump and hop</p>	<p>movement sequences.</p> <p>Link two actions. Recognise and copy contrasting actions (small/tall/wide/narrow)</p> <p>Travel in different ways, changing speed and direction.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple jumps.</p> <p>Move around, under, over and through different</p>	<p>Hold a still shape whilst balancing on different body parts.</p> <p>Carry out simple stretches.</p> <p>Carry out a range of jumps safely with increased control and balance.</p> <p>Climb onto and jump off the equipment safely.</p> <p>Move with increasing control and care.</p> <p><u>Rolls</u> Curled side roll (egg roll) with control Log roll (pencil roll) with control Teddy Bear roll with control</p>	<p>independently and with others.</p> <p>Link combinations of actions with increased confidence, including changes in direction of speed, level or direction.</p> <p>Move with coordination, control and care.</p> <p>Use turns and jumps in movements.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes whilst holding balances with control and confidence.</p>	<p>Use an increasing range of actions, directions and levels</p> <p>Move with clarity and fluency.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including flight.</p> <p>Improve body placement</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects balance.</p> <p>Develop good technique when travelling,</p>	<p>balances fluently and with control.</p> <p>Confidently develop the placement of body parts in balances, recognising their centre of gravity.</p> <p>Apply skills and techniques consistently.</p> <p>Combine equipment to create sequences.</p> <p><u>Rolls</u> Crouched forward roll.</p> <p>Forward roll from standing.</p> <p><u>Jumps</u> Straight jump Tuck jump Jumping jack</p>	<p>travelling, balancing, holding shapes, jumping, leaping, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts.</p> <p>Apply skills and techniques consistently with precision.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p><u>Rolls</u> Crouched forward roll.</p> <p>Forward roll from standing.</p> <p><u>Jumps</u> Straight jump</p>
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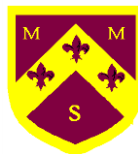
<p><u>Shapes and Balances</u> Standing balances</p> <p><u>Compete/Perform</u> Control my body when performing a sequence of movements.</p> <p>Participate in simple games.</p>	objects and equipment.	<p><u>Jumps</u> Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump.</p> <p>Cat spring</p> <p><u>Vaulting</u> Hurdle step onto springboard</p> <p>Straight jump off springboard</p> <p>Tuck jump off springboard</p> <p><u>Travelling and Linking</u> Tiptoe, step, jump and hop Hopscotch</p> <p>Skiping</p> <p>Galloping</p>	<p>Begin to show flexibility in movements.</p> <p><u>Rolls</u> Log roll (pencil roll) with control</p> <p>Teddy Bear roll with control</p> <p>Rocking for forward roll</p> <p><u>Jumps</u> Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump.</p> <p>Star jump</p> <p>Pike jump</p> <p>Cat leap</p> <p><u>Vaulting</u> Hurdle step onto springboard</p>	<p>balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p><u>Rolls</u> Rocking for forward roll</p> <p><u>Jumps</u> Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump.</p> <p>Star jump</p> <p>Pike jump</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p>	<p>Half turn jump.</p> <p>Star jump</p> <p>Pike jump</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Cat leap half turn</p> <p>Stag jump</p> <p><u>Vaulting</u> Hurdle step onto springboard</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle on vault</p> <p>Straddle jump off</p> <p>Pike jump off</p>	<p>Tuck jump</p> <p>Jumping jack</p> <p>Half turn jump.</p> <p>Star jump</p> <p>Pike jump</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap and Cat leap half turn</p> <p>Cat leap full turn</p> <p>Stag jump</p> <p><u>Vaulting</u> Hurdle step onto springboard</p> <p>Star jump off</p> <p>Tuck jump off</p> <p>Straddle on vault</p>
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	<u>Travelling and Linking</u> Tiptoe, step, jump and hop	Straight jump half turn	Star jump off	Cat leap	<u>Travelling and Linking</u> Tiptoe, step, jump and hop	Straddle jump off
	Hopscotch	<u>Shapes and Balances</u> Standing balances	Tuck jump off	Cat leap half turn	Hopscotch	Straddle over vault
	Skipping	Kneeling balances	Straddle jump off	<u>Vaulting</u> Hurdle step onto springboard	Skipping	Pike jump off
	Galloping	Pike, tuck, star, straight, straddle shapes	Pike jump off	Star jump off	Chassis steps	<u>Travelling and Linking</u>
	<u>Shapes and Balances</u> Standing balances	Front and back support	<u>Travelling and Linking</u> Tiptoe, step, jump and hop	Tuck jump off	Galloping	Tiptoe, step, jump and hop
	Kneeling balances	Balance with a partner	Hopscotch	Straddle jump off	Straight jump half turn	Hopscotch
	Pike, tuck, star, straight, straddle shapes	Balance on apparatus	Skipping	Pike jump off	Cat leap	Skipping
	<u>Compete/Perform</u> Perform sequences of their own composition with some coordination.	Large body part balances	Chassis steps	<u>Travelling and Linking</u> Tiptoe, step, jump and hop	Cat leap half turn	Chassis steps
		<u>Compete/Perform</u> Perform sequences of their own composition with coordination.	Galloping	Hopscotch	Pivot	Galloping
			Straight jump half turn	Skipping	<u>Shapes and Balances</u> 1,2,3, and 4 point balances	Straight jump half turn
			Cat leap	Chassis steps	Balances on apparatus	Cat leap, Cat leap half turn, Cat leap full turn
			<u>Shapes and Balances</u> Large and small part balances	Galloping	Part body weight partner balances	Pivot
				Straight jump half turn	Front and back support	
				Cat leap		

	<p>Perform learnt skills with some control.</p> <p>Personal challenge.</p>	<p>Perform learnt skills with increased control.</p> <p>Personal challenge.</p>	<p>including standing and kneeling</p> <p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p> <p>Front and back support</p> <p><u>Compete/Perform</u></p> <p>Develop the quality of actions in their performance</p> <p>Perform with control and confidence</p> <p>Compete against themselves and others in a controlled manner</p> <p>Personal challenge</p>	<p>_Cat leap half turn</p> <p>Pivot</p> <p><u>Shapes and Balances</u></p> <p>1,2,3, and 4 point balances</p> <p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p> <p>Front and back support</p> <p>Pike, tuck, star, straight saddle shapes</p> <p><u>Compete/Perform</u></p> <p>Perform and create sequences with fluency and expression.</p> <p>Apply skills and techniques with</p>	<p>Pike, tuck, star, straight saddle shapes</p> <p><u>Compete/Perform</u></p> <p>Perform own longer, more complex sequences</p> <p>Consistently perform and apply skills and techniques with accuracy and control</p> <p>Personal challenge</p>	<p><u>Shapes and Balances</u></p> <p>1,2,3, and 4 point balances</p> <p>Balances on apparatus</p> <p>Develop technique, control and complexity of partner weight balances</p> <p>Group formations</p> <p>Front and back support</p> <p>Pike, tuck, star, straight saddle shapes</p> <p><u>Compete/Perform</u></p> <p>Link actions to create complex sequences.</p> <p>Perform a variety of skills and techniques confidently,</p>
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				control and accuracy		consistently with precision
				Personal challenge		Begin to record peers performances and evaluate these.
						Personal challenge

Games



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Health and Fitness</u> Describe how the body feels when still and when exercising <u>Striking/Hitting</u> Hit a ball with a bat or racket <u>Throwing/Catching</u> Roll equipment in different ways Throw underarm Throw an object and a target Catch using two hands	<u>Health and Fitness</u> Describe how the body feels before, during and after exercise. Carry and place equipment safely <u>Striking/Hitting</u> Use hitting skills within a game Practice basic striking, sending and receiving <u>Throwing/Catching</u> Throw underarm and overarm Catch and bounce a ball	<u>Health and Fitness</u> Recognise and describe how the body feels during and after different physical activities. Explain what they need to stay healthy <u>Striking/Hitting</u> Strike or hit a ball with increasing control Learn skills for playing striking and fielding games	<u>Health and Fitness</u> Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity. Explain why it is important to warm up and cool down <u>Striking/Hitting</u> Demonstrate successful hitting and striking skills Develop a range of skills in striking	<u>Health and Fitness</u> Describe how the body reacts at different times and how this affects performance Explain why exercise is good for health. Give reasons for warming up and cooling down <u>Striking/Hitting a Ball</u> Use a bat, racket or stick (hockey) to hit a ball or shuttlecock with	<u>Health and Fitness</u> Know and understand reasons for warming up and cooling down Explain some safety principles <u>Striking/Hitting</u> Use different techniques to hit a ball Explore different shots and when they are best used	<u>Health and Fitness</u> Understand the importance of warming up and cooling down Carry out warm ups and cool downs safely and efficiently Know ways they can become healthier <u>Striking/Hitting</u> Hit a bowled ball over longer distances Use good hand-eye coordination

<p><u>Travelling with a ball</u> Move a ball in different ways, including bouncing and kicking</p> <p>Use equipment to control a ball</p> <p><u>Passing a ball</u> Kick an object at a target</p> <p><u>Using space</u> Move safely around the space and equipment.</p> <p>Travel in different ways, including sideways and backwards.</p> <p><u>Attacking/Defending</u> Play a range of chasing games.</p>	<p>Use rolling skills within a game</p> <p>Practice accurate throwing and consistent catching</p> <p><u>Travelling with a ball</u> Travel with a ball in different ways</p> <p>Travel with a ball in different directions</p> <p><u>Passing a ball</u> Pass the ball to another player</p> <p>Use kicking skills in a game</p> <p><u>Using space</u> Use different ways of travelling.</p> <p>Run at different speed</p> <p>Begin to use space in a game</p>	<p>Position the body to strike a ball</p> <p><u>Throwing/Catching</u> Throw different types of equipment in different ways Throw, catch and bounce a ball with a partner</p> <p>Use throwing and catching skills in a game</p> <p>Vary types of throw used</p> <p>Throw a ball for distance</p> <p>Use hand eye coordination to control a ball</p> <p><u>Travelling with a ball</u></p>	<p>Practice correct batting technique and use it in a game</p> <p>Strike a ball for distance</p> <p><u>Throwing/Catching</u> Throw and catch with greater control and accuracy</p> <p>Practice correct technique for catching a ball and use in a game</p> <p>Perform a range of catching and gathering skills</p> <p>Catch with increasing control and accuracy Throw in different ways (high, low, fast slow)</p>	<p>accuracy and control. Build a rally with a partner</p> <p>Accurately serve underarm</p> <p>Use hand eye coordination to strike a moving and stationary ball.</p> <p><u>Throwing/Catching</u> Develop different ways to throw and catch</p> <p><u>Travelling with a ball</u> Move with a ball using control and fluency</p> <p><u>Passing a ball</u> Pass the ball with increasing speed, accuracy and</p>	<p>Practice techniques for all shots</p> <p><u>Attacking/Defending</u> Choose best tactic for attacking and defending</p> <p>Shoot in a game</p> <p>Use fielding skills to prevent other team from scoring</p> <p><u>Throwing/Catching</u> Consolidate different ways or throwing and catching and know when each is appropriate in a game</p>	<p>Understand how to serve to start a game.</p> <p><u>Attacking/Defending</u> Think ahead and create a plan of attack or defence</p> <p>Apply knowledge of skills for attack and defence</p> <p><u>Throwing/Catching</u> Throw and catch accurately and successfully under pressure in a game situation</p> <p><u>Travelling with a ball</u> Show confidence in using ball skills in various ways in a game situation</p>
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<p><u>Tactics/Rules</u> Follow simple rules.</p> <p><u>Compete/Perform</u> Control my body when performing sequences or movements.</p> <p>Participate in simple games.</p> <p><u>Evaluate</u> Talk about what they have done.</p> <p>Talk about what others have done.</p>	<p><u>Attacking/Defending</u> Begin to use the terms 'attacking and defending'</p> <p>Use simple defensive skills such as marking a player</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p><u>Tactics/Rules</u> Follow simple rules to play games</p> <p>Use simple defensive skills such as marking a player</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p><u>Compete/Perform</u> Perform using a range of actions and body parts with some co-ordination</p>	<p>Bounce and kick a ball whilst moving</p> <p>Using kicking skills in a game</p> <p>Use dribbling skills in a game</p> <p><u>Passing a ball</u> Know how to pass in different ways</p> <p><u>Using space</u> Use different ways of travelling at different speeds</p> <p>Change speed and direction whilst running</p> <p>Begin to choose and use best space in a game</p> <p><u>Attacking/Defending</u></p>	<p><u>Travelling with a ball</u> Move with the ball in a variety of ways with some control</p> <p>Use two different ways of moving with a ball in a game</p> <p><u>Possession</u> Know how to keep track and win back possession in a team game</p> <p><u>Passing a ball</u> Pass the ball in different ways in a game situation with some success</p> <p><u>Using space</u> Find useful space to support teammates</p> <p><u>Attacking/Defending</u> Use simple attacking and</p>	<p>success in game situations</p> <p><u>Possession</u> Occasionally help towards their team keeping the ball in a team game</p> <p><u>Using Space</u> Make the best use of space to pass and receive a ball.</p> <p><u>Attacking/Defending</u> Use a range of attacking and defending skills and techniques</p> <p>Use fielding skills as an individual to prevent a player scoring</p> <p><u>Tactics/Rules</u> Vary tactics used in a game</p>	<p><u>Travelling with a ball</u> Use a variety of ways to dribble in a game with success</p> <p>Use ball skills in various ways</p> <p><u>Passing a ball</u> Pass a ball with speed and accuracy</p> <p><u>Possession</u> Keep and win back possession effectively in a team game</p> <p><u>Using space</u> Demonstrate increasing awareness of space</p>	<p><u>Passing a ball</u> Choose and make the best pass in a game situation and link other skills e.g. passing and moving and receiving on the move</p> <p><u>Possession</u> Keep and win back possession of the ball</p> <p><u>Using space</u> Demonstrate a good awareness of space.</p> <p><u>Attacking/Defending</u> Think ahead and create a plan for attack and defence</p> <p><u>Tactics/Rules</u> Follow and create complicated rules to play game successfully</p>
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	<p>Begin to perform learnt skills with some control</p> <p>Engage in competitive activities and team games</p> <p><u>Evaluate</u> Watch and describe performances</p> <p>Begin to say how they could improve</p>	<p>Begin to use and understand the terms 'attacking' and 'defending'</p> <p>Use at least one technique successfully</p> <p><u>Tactics/Rules</u> Understand the importance of rules in a game</p> <p><u>Compete/Perform</u> Perform sequences of their own composition</p> <p>Perform learnt skills with increased control</p> <p>Compete against self and others</p>	<p>defending skills in a game</p> <p>Use fielding skills to stop a ball from travelling past them</p> <p><u>Tactics/Rules</u> Apply and follow rules fairly</p> <p>Understand and begin to apply basic principles of invasion games</p> <p>Know how to play striking and fielding games fairly</p> <p><u>Compete/Perform</u> Develop the quality of the actions in their performance</p> <p>Perform learnt skills and techniques with</p>	<p>Adapt rules to alter games</p> <p><u>Compete/Perform</u> Perform and apply skills and techniques with control and accuracy</p> <p>Take part in a range of competitive games and activities</p> <p><u>Evaluate</u> Watch, describe and evaluate effectiveness or performances, giving ideas for improvements</p> <p>Modify their use of skills or techniques to achieve better results.</p>	<p><u>Tactics and Rules</u> Know when to pass and dribble in game</p> <p>Devise and adapt rules</p> <p><u>Compete/Perform</u> Consistently perform and apply skills and techniques with accuracy and control</p> <p><u>Evaluate</u> Choose and use criteria to evaluate own and others performances</p> <p>Explain why they have used particular skills or techniques</p>	<p>Lead others during a game</p> <p><u>Compete/Perform</u> Perform and apply a variety of skills and techniques</p> <p>Take part in competitive games</p> <p><u>Evaluate</u> Evaluate own and others work</p>
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		<p><u>Evaluate</u> Watch and describe performances</p> <p>Talk about differences between their work and others</p>	<p>control and confidence</p> <p>Compete and self and others in a controlled manner</p> <p><u>Evaluate</u> Watch, describe and evaluate the effectiveness of a performance</p> <p>Describe how their performance has improved over time.</p>		<p>and the effect they have had.</p>	
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Dance



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Health and Fitness</u> Describe the body when it is still and when exercising</p> <p><u>Dance skills</u> Join in a range of different movements together</p> <p>Change the speed of actions</p> <p>Change the style of movements</p>	<p><u>Health and Fitness</u> Describe how the body feels before, during and after exercise</p> <p>Carry and place equipment safely.</p> <p><u>Dance skills</u> Copy and repeat actions</p> <p>Put a sequence of actions together to create a motif</p> <p>Vary the speed of their actions</p> <p>Use simple choreographic devices such as</p>	<p><u>Health and Fitness</u> Recognise and describe how the body feels during and after physical activities</p> <p>Explain what they need to stay healthy</p> <p><u>Dance skills</u> Copy, remember and repeat actions</p> <p>Create a short motif inspired by a stimulus</p> <p>Change the speed and level of actions</p>	<p><u>Health and Fitness</u> Recognise and describe the effects of exercise on the body</p> <p>Know the importance of strength and flexibility</p> <p>Explain why warm ups and cool downs are important</p> <p><u>Dance skills</u> Begin to improvise with a partner</p> <p>Create motifs from different stimuli</p>	<p><u>Health and Fitness</u> Describe how the body reacts at different times and how this affects performance</p> <p>Explain why exercise is good for your health</p> <p>Know some reasons for warming up and cooling down</p> <p><u>Dance skills</u> Identify and repeat performance</p>	<p><u>Health and Fitness</u> Know and understand reasons for warming up and cooling down</p> <p>Explain some safety principles when preparing and during exercise</p> <p><u>Dance skills</u> Identify and repeat the movement patterns and actions of a chosen dance style</p>	<p><u>Health and Fitness</u> Understand the importance of warming up and cooling down</p> <p>Carry out warm ups and cool downs safely</p> <p>Understand why exercise is good for health, fitness and wellbeing</p> <p>Know how they can become healthier</p> <p><u>Dance skills</u></p>

<p>Create short movement phrases which demonstrate their own ideas.</p> <p><u>Compete/Perform</u> Control my body when performing a sequence of movements.</p> <p><u>Evaluate</u> Talk about what they have done</p> <p>Talk about what others have done.</p>	<p>unison, canon and mirroring</p> <p>Begin to improve independently to create a simple dance.</p> <p><u>Compete/Perform</u> Perform using a range of actions and body parts with some coordination</p> <p>Begin to perform learnt skills with some control</p> <p><u>Evaluate</u> Watch and describe performances</p> <p>Begin to say how they could improve</p>	<p>Use simple choreographic devices such as unison, canon and mirroring</p> <p>Use different transitions</p> <p>Move in time to music</p> <p>Improve timing of movements</p> <p><u>Compete/Perform</u> Perform sequences of their own compositions with coordination</p> <p>Perform learnt skills with increasing control</p> <p>Compete against self and others</p> <p><u>Evaluate</u> Watch and describe performances and</p>	<p>Begin to compare and adapt to create a larger sequence</p> <p>Use simple dance vocabulary to compare and improve work</p> <p><u>Compete/Perform</u> Develop the quality of actions in their performance</p> <p>Perform learnt skills and techniques with control and confidence</p> <p>Compete against self and others</p> <p><u>Evaluate</u> Watch, describe and evaluate performances effectiveness</p>	<p>patterns and actions</p> <p>Compose a dance that reflects a chosen style</p> <p>Confidently improve with a partner or on their own</p> <p>Compose longer dance sequences in a small group.</p> <p>Demonstrate precision and control in response to stimuli</p> <p>Use transitions to link motifs smoothly together</p> <p>Improvise with confidence, still demonstrating fluency across the sequence.</p>	<p>Compose individual, partner and group dances Show a change of pace and timing through movements</p> <p>Develop and awareness and use of space</p> <p>Demonstrate creativity and imagination in the movements they choose</p> <p>Use transitions to link motifs together smoothly</p> <p>Improve with confidence, still demonstrating fluency across the sequence</p> <p>Ensure actions fit rhythm of the music</p>	<p>Identify and repeat movement patterns</p> <p>Compose individual, partner and group dances</p> <p>Use dramatic expression in dance movements</p> <p>Perform with confidence</p> <p>Demonstrate strong and controlled movements through a dance sequence</p> <p>Combine flexibility, techniques and movements to create a fluent sequence</p> <p>Move appropriately and with required</p>
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		<p>use what they see to improve their own</p> <p>Talk about differences between their work and others.</p>	<p>Describe how performance has improved over time</p>	<p><u>Compete/Perform</u></p> <p>Perform and create sequences with fluency and expression</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p><u>Evaluate</u></p> <p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements</p> <p>Modify the use of skills or techniques to improve results.</p>	<p>Use more complex vocabulary to compare and improve work.</p> <p><u>Compete/Perform</u></p> <p>Perform own longer, more complex sequences to music</p> <p>Consistently perform and apply skills and techniques with accuracy and control</p> <p><u>Evaluate</u></p> <p>Choose and use criteria to evaluate own and others performances</p> <p>Explain why they have used particular skills or techniques and the effect they</p>	<p>style in relation to stimulus</p> <p>Show a change of pace and timing in movements</p> <p>Move rhythmically and accurately in dance sequences</p> <p>Dance with fluency and control, linking movements and ensuring transitions flow</p> <p>Use complex dance vocabulary to compare and improve work</p> <p><u>Compete/Perform</u></p> <p>Link actions to create a complex sequence using a full range of movement</p>
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					<p>have had on performances</p>	<p>Perform the sequence in time to music</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p><u>Evaluate</u> Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.</p>
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PE at Maids Moreton – Early Years Outcomes



Early Years Outcomes – Gymnastics

- Initiates new combinations of movement and gestures in order to express and respond to feelings, ideas and expressions (EAD BI 40-60)
- Experiments with different ways of moving (PD M&H 40-60)
- Jumps off an object and lands appropriately (PD M&H 40-60)
- Travel with confidence and skill around, under, over and through balancing and climbing equipment (PD M&H 40-60)

Early Years Outcomes – Games

- Show increasing control over an object in pushing, patting, throwing, catching or kicking (PD M&H 40-60)
- Show good control and coordination in large and small movements (PD M&H ELG)
- Negotiates space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles (PD M&H 40-60)
- Experiment with different ways of moving (PD M&H 40-60)
- Move confidently in a range of ways negotiating space (PD M&H ELG)

Early Years Outcomes – Dance

- Move freely and with pleasure and confidence in a range of ways – e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping (PD – M&H 30-50)
- Experiment with different ways of moving (PD M&H 40-60)
- Show good control and coordination in large and small movements including negotiating space (PD M&H ELG)
- Enjoy joining in with ring games and dancing (EAD M&M 30-50)
- Begin to move rhythmically (EAD – M&M 30-50)
- Imitate movement in response to music (EAD – M&M 30-50)
- Begin to build a repertoire of songs and dances (EAD- M&M 40- 60)
- Sing songs, make music and dance and experience with ways of changing them (EAD – M&M ELG)
- Develop preferences in forms of expression (EAD BI 30-50)
- Use movement to express feelings (EAD – BI 30-50)
- Represent their own ideas, thoughts and feelings through dance (EAD BI ELG)
- Initiates new combinations of movements and gesture in order to express feelings, ideas and experiences (EAD BI 40-60)

